



Leroy Greene Academy

WASC Mid-Cycle Visit

(what to expect)

- WASC Self Study visit occurred on March 5-9th, 2018
 - LGA was given a 6 year accreditation with 2 day mid-cycle review/visit
- Mid-Cycle visit February 1st and 2nd and will consist of...
 - Mid-cycle report (5 specific areas)
 - 2 Members will meet virtually with LGA stakeholder groups
 - Review of self study and specifically identified critical areas for follow-up

WASC Pre-Covid vs. Post-Covid

- Last year we backwards mapped a plan to revise our action plan, finalize our Graduate Profile with Student Learner Outcomes and finalize our mid-cycle report.
 - Worked with staff to annotate and adjust action plan
 - Engaged Stakeholders to elicit feedback around our graduate profile
- We were executing a solid plan... then Covid...
 - As with everything Covid has required us to modify and adjust our plans a bit!
- Where are we now...
 - Draft of new [action plan](#) that more accurately reflects the areas of focus and work being done at LGA
 - Draft of new Graduate Profile with student learner outcomes
 - With feedback from stakeholders



Leroy Greene Academy's Graduate Profile & Student Learner Outcomes

Mission/ Statement of Purpose

At Leroy Greene Academy we implement rigorous academic programs and high leverage systems that ensure all students are prepared for college. Students complete coursework in innovative Visual Arts and Technology or Business Entrepreneurship Pathways. Our culture of Achievement is defined by high expectations for academic performance and citizenship. We value diversity and connectedness, and believe that the strength of our Lion PRIDE helps to create a rich educational experience.

Vision

All students will graduate Leroy Greene Academy as college and career ready, productive, responsible, and engaged global citizens to be demonstrated by:

P R I D E

Everything we do, we do with purpose.	We focus on results.	We are innovators.	We are determined to persevere through challenges.	We practice empathy with others.
PURPOSE Students will show purpose in their actions by creating and achieving the goals for their future, effectively adapt to change, and show resilience in the face of obstacles.	RESULTS Students will show a focus on results by developing their academic skills in Literacy and Numeracy and applying those skills to think critically, communicate effectively, and collaborate to solve problems.	INNOVATION Students will mature into innovative thinkers who approach problems by being able to generate fresh ideas, build on the ideas of others, provide and accept criticism in order to grow, and synthesize information from multiple sources to further develop ideas.	DETERMINATION Students will show determination by monitoring progress towards meeting academic and personal goals. Students will learn to look at a problem objectively and approach it from different angles before arriving at a solution.	EMPATHY Students will show empathy by fostering, creating, and maintaining positive relationships among their peers, school, and neighborhood communities.

Commitments for Teaching and Learning Using the Innovators Toolbox

 Analyzing Text & Data The process of analyzing text and data in detail for the purpose of explanation and interpretation.	 Collaborating The action of working purposefully with others.	 Critiquing Evaluating Ideas, statements, or claims according to pertinent criteria using appropriate evidence.	 Ideating A creative process of developing and communicating new ideas through a thought cycle: Innovation, Development, Actualization.	 Perseverance The ability to endure challenge, and solve complex problems by monitoring progress and changing course when necessary.	 Pitching The concise and intentional articulation of data and evidence in order to back up a claim and convince an audience.	 Prototyping The iterative process to fabricate and test an original idea.	 Thinking Visually Synthesizing ideas of ideas or concepts using imagery.
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Critical Areas for Follow-up

Schoolwide Critical Areas for Follow-Up

(list numerically; Include who, what, why, and the impact on student learning)

- 1. Administration and faculty work collaboratively to continue alignment of all school actions to ensure instruction is clearly focused to support LGA's Culture of Achievement and to improve academic proficiency rates on CAASPP.
- 2. Administration and faculty collaboratively develop and implement consistent formalized data cycle to monitor and adjust instruction to ensure standards mastery in Math and ELA.
- 3. Administration needs to increase the availability of community resources to support student learning via growing business partnerships, and work to provide real world applications of pathway learning outcomes to support teachers and students.
- 4. Faculty needs to expand differentiation and intervention supports that occur within core content courses.

Critical Areas for Follow-up

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:
(Note: Show the relationship to what the school has already identified, if possible.)

- 1. Through a comprehensive stakeholder engagement process, LGA needs to develop a set of Schoolwide Learner Outcomes that reflect the measurable skills and traits expected of all LGA graduates.
- 2. Teaching staff needs to increase on-task student engagement and rigor through increased complexity and depth of knowledge while maximizing instructional time.
- 3. Administration and faculty need to develop increased supports for students less prepared for AP course work and/or provide alternate opportunities for these students.
- 4. In order to support the aligned data driven instruction initiative, teaching staff needs continual professional development and training on use of readily available data to increase rigor, student engagement, and school identified improvement targets.

Critical Areas for Follow-up

1. Administration and faculty work collaboratively to continue alignment of all school actions to ensure instruction is clearly focused to support LGA's Culture of Achievement and to improve academic proficiency rates on CAASPP.
 - Numeracy and Literacy teams
 - Assessment cycles created from IAB and CAASPP data
 - Instructional Rounds
 - Focus on Academic discourse in the classroom, Engagement through block schedule
 - Core Growth Award
 - LGA has been highlighted as a school where its students are making significant growth on CAASPP
 - Graduation Rates
 - 100%

Critical Areas for Follow-up

2. Administration and faculty collaboratively develop and implement consistent formalized data cycle to monitor and adjust instruction to ensure standards mastery in Math and ELA.
 - Numeracy and Literacy teams
 - Assessment cycles created from IAB and CAASPP data
 - Grade level Teams review LGA Cumulative Student DATA document
 - Action plan is created for individual students of concerns
 - LGA Continues to utilize office hours as a vehicle to have students meet mastery within their content areas
 - LGA Grade level teams have piloted rotations which allow for intervention with core subjects
 - Currently Content areas are identifying power standards from “Achieve the Core” to help adjust planning through distance learning

Critical Areas for Follow-up

3. Administration needs to increase the availability of community resources to support student learning via growing business partnerships, and work to provide real world applications of pathway learning outcomes to support teachers and students.
 - Co-networking with business, The Urban Hive, to create internship program for senior students
 - Worked to have community Artists, Graphic Designers and Independent Artists as guest teachers, speakers and hold workshops with students.
 - Mentors and coach involvement increased, including community coaching events to socialize with students and learn about the pathway program.
 - Events were attended regularly by student at local venues throughout Sacramento.
 - Field Trips were provided to students to visit local art venues, museums and workshops.
 - Pitching Events were attended and created community involvement
 - Conferences/Professional Development attendance increased with both pathway educators

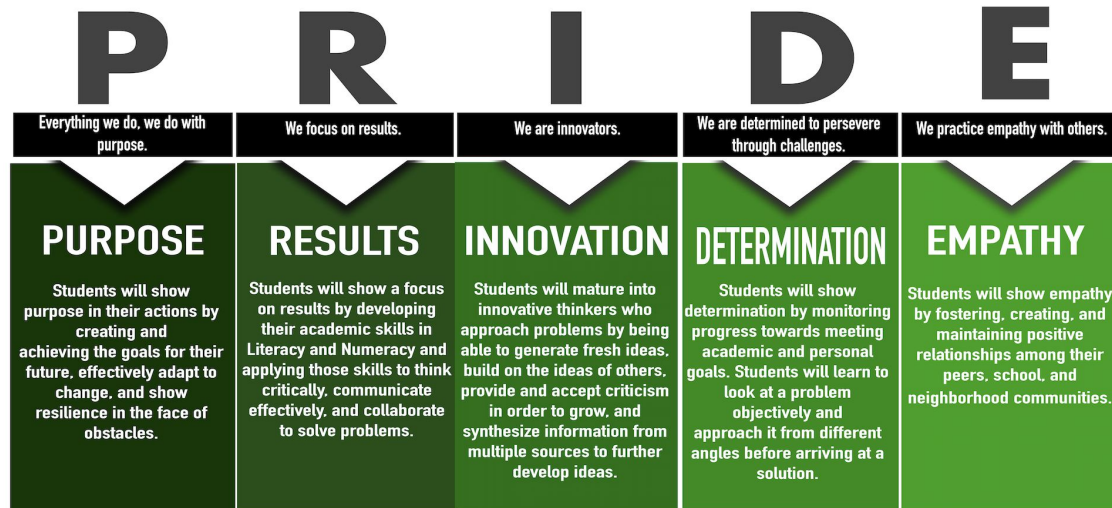
Critical Areas for Follow-up

4. Faculty needs to expand differentiation and intervention supports that occur within core content courses.

- Read 180 continued through the 19-20 school year
 - Program was designed to teach reading skills and improve Lexile scores
- 19-20 LGA Piloted year long math with identified at risk students.
 - Allowed for additional time to slow down within curriculum and potentially reteach missed skills
- LGA Continues to utilize office hours as a vehicle to have students meet mastery within their content areas
 - LGA Grade level teams have piloted rotations which allow for intervention with core subjects
- Instructional Rounds focused on differentiation and scaffolding to improve engagement in the classroom and ensure quality first instruction
- Increased access to Dual Enrollment, Pre-AP, and supports to increase success.

Critical Areas for Follow-up

1. Through a comprehensive stakeholder engagement process, LGA needs to develop a set of Schoolwide Learner Outcomes that reflect the measurable skills and traits expected of all LGA graduates.
- Through stakeholder feedback we have generated a draft of our graduate profile which includes student learner outcomes



Critical Areas for Follow-up

2. Teaching staff needs to increase on-task student engagement and rigor through increased complexity and depth of knowledge while maximizing instructional time.
 - Professional Development focused on engagement and rigor in the classroom
 - With an emphasis on bell to bell instruction through block schedule
 - Instructional Rounds focused on differentiation and scaffolding to improve engagement in the classroom and ensure quality first instruction
 - LGA has paid for multiple substitutes on multiple days throughout the year to allow teachers to get into other teachers classrooms (admin walked with staff)
 - 100% of teachers participated

Critical Areas for Follow-up

3. Administration and faculty need to develop increased supports for students less prepared for AP course work and/or provide alternate opportunities for these students.

- LGA has increased its sections of AP courses
- LGA is in the second year of Pre-AP
 - Focus on skills necessary to be successful if students choose to take AP course
 - All students are enrolled in Pre-AP courses
- LGA has piloted Dual Enrollment and plans to expand course offerings
 - Provides college level experience to any student who opts to take it
- AP Support and AP advisory courses
 - AP team meets monthly to provide guidance to staff teaching AP support
 - Monthly meetings are also used to distribute advisory students into their AP teachers class to provide additional supports

Critical Areas for Follow-up

4. In order to support the aligned data driven instruction initiative, teaching staff needs continual professional development and training on use of readily available data to increase rigor, student engagement, and school identified improvement targets.
 - Numeracy and Literacy teams
 - Assessment cycles created from IAB and CAASPP data
 - Data Dives
 - Grade level Teams review LGA Cumulative Student DATA document
 - Student Success Plan is created for individual students of concerns
 - Staff has been trained on how to access and utilize the districts data warehouse

Looking ahead... Areas for Improvement

- **Areas for improvement**
 - **Systematic and intentional when getting different modalities of feedback from stakeholders**
 - **Learning loss and intervening with students in core content classes**
 - **Increased involvement for pathway outcomes**
 - **Senior Capstone projects for both pathways**
 - **Parent Contact: Phone Banking, PTSA**